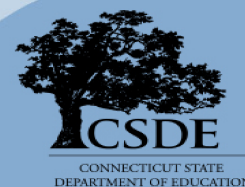


SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



Seymour High School Seymour School District

203-888-2561 • www.seymourschools.org/shs/default.htm

School Information

Grade Range **9-12**
Enrollment **654**

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

[College Enrollment, Persistence, and Graduation](#)
(National Student Clearinghouse)

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Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2016 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	317	48.5	49.0
Male	337	51.5	51.0
American Indian or Alaska Native	*	*	*
Asian	25	3.8	3.2
Black or African American	26	4.0	4.1
Hispanic or Latino	71	10.9	13.8
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	*
White	527	80.6	77.6
English Language Learners	6	0.9	2.6
Eligible for Free or Reduced-Price Meals	168	25.7	26.1
Students with Disabilities ¹	89	13.6	13.6

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	37	11.8	15	4.8
Male	49	14.5	37	10.8
Black or African American	*	*	*	*
Hispanic or Latino	18	24.3	6	7.9
White	63	12.1	40	7.6
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	38	21.1	31	16.6
Students with Disabilities	22	26.8	16	17.4
School	86	13.2	52	7.9
District		7.5		5.0

Number of students in 2015-16 qualified as truant under state statute: 11

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	41.6
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	7.0
Administrators, Coordinators and Department Chairs	
School Level	3.0
Library/Media	
Specialists (Certified)	0.6
Support Staff	0.4
Instructional Specialists Who Support Teachers	0.5
Counselors, Social Workers and School Psychologists	6.6
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	18.3

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	1.0
Black or African American	0	0.0	0.0
Hispanic or Latino	0	0.0	0.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	58	96.7	97.5

Classroom Teacher Attendance, 2015-16

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	5.3	7.6

Instruction and Resources

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1056
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:30 AM
End Time	02:00 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	10	*	12	*
White	91	74.6	120	89.6
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	21	67.7	42	80.8
Students with Disabilities	9	*	15	75.0
School	106	70.2	144	87.3
District		69.7		86.2

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	38	73.1
Other Health Impairment	8	*
Other Disabilities	*	*
Speech/Language Impairment	N/A	N/A
School	59	66.3
District		78.1

⁴Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	*	*	*	*	7	*
Black or African American	*	*	*	*	8	*
Hispanic or Latino	17	*	17	*	15	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	120	62.9	120	59.7	142	49.7
English Language Learners	*	*	*	*	6	*
Non-English Language Learners	*	*	*	*	166	49.0
Eligible for Free or Reduced-Price Meals	27	56.1	27	55.4	50	41.9
Not Eligible for Free or Reduced-Price Meals	120	63.6	120	60.0	122	51.2
Students with Disabilities	13	*	13	*	20	30.9
Students without Disabilities	134	64.6	134	60.9	152	50.8
High Needs	39	51.5	39	51.1	62	40.0
Non-High Needs	108	66.1	108	62.1	110	53.3
School	147	62.2	147	59.2	172	48.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	98.7	150	98.7
Curl Up	N/A	N/A	N/A	89.3	150	89.3
Push Up	N/A	N/A	N/A	79.3	150	79.3
Mile Run/PACER	N/A	N/A	N/A	80.7	150	80.7
All Tests - School	N/A	N/A	N/A	68.0	150	68.0
All Tests - District	78.7	53.3	60.2	68.0		64.8

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	49	98.0
Students with Disabilities	*	*
School	165	95.2
District		95.2

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁴

	Participation ⁵	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.9	75	52.1
Male	99.4	75	43.6
Black or African American	*	*	*
Hispanic or Latino	97.1	15	42.9
White	98.8	125	48.8
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.8	26	31.3
Students with Disabilities	91.4	*	*
School	98.7	150	47.5
District	98.1		47.0

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.
Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁶	Persistence ⁷
	Rate (%)	Rate (%)
Female	79.8	95.7
Male	71.6	88.5
Black or African American	*	*
Hispanic or Latino	*	*
White	74.8	92.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	64.7	88.0
Students with Disabilities	*	*
School	76.1	91.8
District	76.1	91.8

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	62.2	75	83.0	100	83.0	67.1
	High Needs Students	51.5	75	68.7	100	68.7	55.9
Math Performance Index	All Students	59.2	75	78.9	100	78.9	62.2
	High Needs Students	51.1	75	68.2	100	68.2	50.5
Science Performance	All Students	48.5	75	64.7	100	64.7	55.3
	High Needs Students	40.0	75	53.4	100	53.4	45.2
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	13.2%	<=5%	33.6	50	67.2	9.9%
	High Needs Students	20.0%	<=5%	20.0	50	40.0	15.8%
Preparation for CCR	% Taking Courses	79.1%	75%	50.0	50	100.0	70.7%
	% Passing Exams	47.5%	75%	31.6	50	63.3	43.5%
On-track to High School Graduation		92.4%	94%	49.2	50	98.3	87.8%
4-year Graduation All Students (2016 Cohort)		95.2%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		85.4%	94%	90.9	100	90.9	82.0%
Postsecondary Entrance (Class of 2016)		76.1%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		84.7% 68.0%	75%	22.7	50	45.3	92.0% 51.6%
Arts Access		61.0%	60%	50.0	50	100.0	50.5%
Accountability Index				964.8	1250	77.2	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	66.1	51.5	14.6	16.6	
Math Performance Index Gap	62.1	51.1	11.0	18.5	
Science Performance Index Gap	53.3	40.0	13.2	16.5	
Graduation Rate Gap	94.0%	85.4%	8.6%	9.3%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.7
	High Needs Students	95.2
Math	All Students	98.7
	High Needs Students	95.2
Science	All Students	99.4
	High Needs Students	98.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.